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LIFE VALUES IN YOUTH SPORT: A QUALITATIVE ANALYSIS

Carla J. Schmitt



LIFE VALUES IN YOUTH SPORT: A QUALITATIVE ANALYSIS

A Thesis

Presented to

the College of Graduate Studies of

Georgia Southern University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Kinesiology

With An Emphasis in Sport Psychology

In the Department of Public Health

by

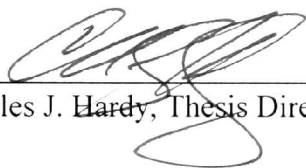
Carla J. Schmitt

August 2003

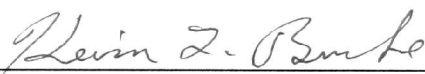
July 7, 2003


To the Graduate School:


This thesis, entitled "Life Values in Youth Sport: A Qualitative Analysis," and written by Carla J. Schmitt, is presented to the College of Graduate Studies of Georgia Southern University. I recommend that it be accepted in partial fulfillment of the requirements for the Master of Science degree in Kinesiology, with an emphasis in Sport Psychology, in the Department of Public Health.


Charles J. Hardy, Thesis Director


We have reviewed this thesis
and recommend its acceptance.


Kevin L. Burke, Committee Member


A. Barry Joyner, Committee Member


James L. McMillan, Department Chair

Accepted for the College of Graduate Studies.


Charles J. Hardy
Acting Dean, College of Graduate Studies

DEDICATION

To Mom and Dad, thanks for all you do, I truly appreciate all the love and support you have given me throughout the years even when I may have upset you and not done the right thing. Mom, thanks for all the sacrifices you have made for me, and your constant love and support. Dad, you have been an inspiration. I always wanted to make you proud, and I hope you are proud of me even though you may not like some things I have done. I love you both. To Mama Dot and Papa James, I Love Ya'll and could not wish for two better grandparents, thanks for everything. Mrs. JoAnn, my second "mom", thanks for all of your support, love, and friendship throughout the years, I truly appreciate everything you have done for me.

Amanda, thanks for all your support, encouragement, and most of all friendship. Thanks for always listening and making me laugh when I was stressed. To Jamie, Jennifer L., and Brian thank you all for being such great friends, you all truly mean a lot to me. And finally Mark, I am so glad I met you and you are part of my life. Your encouragement and support has helped me through some tough times! You mean a lot to me, and I could not wish for a better guy. Thanks bud, and Mark you always know I am here for you. Thanks.

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First I would like to thank the coaches, parents, and players who gave their time in order to be a part of this research project. An additional thanks to Jennifer Landers for note taking several sessions which occurred.

I truly appreciate all my thesis committee has done this year. Thanks for being open to qualitative research and supporting my efforts. Dr. Burke, thanks for being such an excellent educator and advisor. Thank you for your guidance, friendship, and most of all willingness to help. Dr. Joyner, thanks for being an inspiring research methods teacher, and for analyzing my qualitative research. Finally, Dr. Hardy, thank you for taking me under your wing as a thesis student. I know I had many questions throughout this process, and I truly appreciate your willingness to take the time to answer them. Thanks for keeping an upbeat attitude and motivating me to keep going even through the set backs. I sincerely thank you for all you have done the past two years. Thanks!

ABSTRACT

LIFE VALUES IN YOUTH SPORT: A QUALITATIVE ANALYSIS

August 2003

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Directed by: Professor Charles J. Hardy

A qualitative analysis was used to examine the life values gained and enhanced through participation in youth soccer from the player, coach, and parent perspectives. Nine players, nine coaches, and nine parents were interviewed for this study. Participants were placed in groups according to classification and availability, and participants not available for the group times, were individually interviewed. The interview guides consisted of 11 questions, and two separate guides were used, one for players and one for coaches and parents. All interviews were hand, audio, and video recorded. Triangulation, involving the primary researcher and two additional researchers familiar with qualitative analysis analyzed the data collected. A cohort among the common themes within and between groups was established, and the most common values were determined. Results revealed several similar values between parents, players, and coaches. The most common value learned through soccer was determined to be teamwork. The players, coaches, and

parents also had several common values and influences. All groups felt their parents have a major influence on the development of a value system.

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Life Values in Youth Sport: A Qualitative Analysis

Values are, “basic beliefs that guide our behavior, and are the basis for your thoughts, feelings, and behavior” (Crace & Brown, 2000, p. 2). Values can also be defined as beliefs in which a certain act or behavior is preferred over another (Rokeach, 1973). Values can be grouped together to make up a value system, which comprises all of the values one deems important to them (Crace & Brown). Values can include leadership skills, sportsmanship, discipline, teamwork, cooperation, respect, and self-confidence (Stryer, Tofler, & Lapchick 1998). Crace and Brown considered life values to include success, belonging, helping others, creativity, wealth, humility, independence, interdependence, privacy, responsibility, and spirituality. Maslow (1959) stated that values can be extrinsic or intrinsic. Intrinsic values can lead to a sense of morality, and extrinsic values are objects which one values externally (i.e., cars, homes, or boats). Lee and Cockman (1995) stated values can be grouped into five categories: competence, self-expressive, interpersonal, moral, and social values.

Life values are formed and established during childhood or adolescence. Values can be influenced by parents, peers, and even the activities they are involved in. One way values can be learned is through participation in youth sports. More than 35 million youth between ages 6 to 16 are active in youth sports (Leonard, 1998). Participation in sports gives youth the chance to learn values as well as social skills and behaviors (Kleiber & Roberts, 1981). Being socialized through sport can give athletes an avenue to learn and grow as individuals in the presence of people with similar interests. Simmons and

Dickinson (1986) found women rank expressing feelings and good health as top values in sport, and men placed achieving personal limits and competition at the top. Lee and Cockman (1995) found personal pleasure and sporting behavior were values gained through participation in youth sport. Young soccer players ranked winning, showing skills, and equity as important values in sport, and stated social image and enjoyment were lesser values in sport (Cruz, Boixados, Valiente, & Capdevila, 1995). Heeren and Requa (2001) found winning, interdependence, and belonging to be important values learned and practiced among young field hockey players.

Previous research has identified many similar and different values gained in sport from the parent, player, and coach perspectives (Barber, 1982; Cruz et al., 1995; Heeren & Requa, 2001; Horn, Kimiecik, Maltbie, Wong, & Rojas, 1999; Lee & Cockman, 1995; & McCallister, Blinde, & Weiss, 2000). Players were found to value interdependence, winning, and showing skills. Coaches were found to value sporting behavior, and parents thought teamwork and competitiveness were important values. In past research, players seemed to gain social values, coaches saw being a good competitor as the value gained through youth sport participation, and parents saw group dynamic skills as values learned through youth sport participation.

Values in youth sport are important, and youth sport coaches along with players' parents can be important role models for the transmission of values. The coach often acts as a role model for players to follow or learn from (Barber, 1982). Cruz et al. (1995) mentioned the moral development of youth is influenced by what coaches, parents, and peers do. McCallister et al. (2000) found coaches valued sportsmanship the most, and

even though these coaches thought they were teaching values to young athletes, the coaches could not explain how they taught values directly. Many times coaches feel they are influencing values, yet they are unsure of how they transmit values. Horn et al. (1999) found that parents see teamwork skills and fitness as important values with girls, and gaining competitiveness through sport participation is valued among parents of boys.

Previous research has examined the values gained in youth sport from individual participant/team and coach perspectives', but no research was found that examined participant, coach, and parent perspectives' within the same study, and established a cohort among the three groups. Establishing a cohort among these three groups may allow for a better understanding of the similar and different values the three groups feel are gained from youth sport participation. Using this approach the values parents, coaches, and players, gain from youth sport participation can be examined simultaneously. The purpose of this study was to determine what life values youth soccer participants gain or enhance through participation in youth soccer. The research questions which were examined in this study were: (a) What life values are prevalent in youth soccer? (b) What life values are gained through participation in youth soccer? (c) What life values do parents and coaches perceive their children or players gain through participation in youth soccer? (d) How do coaches teach life values in youth soccer? (e) How do the life values gained in youth soccer transmit to everyday life?

Method

Participants

Participants consisted of 27 individuals (14 men and 13 women) participated in group or individual interview. The 27 participants consisted of nine current soccer players between ages 13 and 19 (5 boys and 4 girls, mean age = 15 years, +/-1.8 years), nine coaches (6 men and 3 women, mean age = 30 years, +/- 11 years), and nine parents (6 females and 3 males, mean age = 45.5 years, +/- 4.85 years) from a southeastern section of the United States. The years of participation in soccer for each group was: players ($X = 8.5$ years), parents ($X = 12.6$ years), and coaches ($X = 5$ years). All participants and coaches were currently active in soccer at the recreational, high school, or club level.

Materials

Two question guides were developed (Appendix D), focusing on life values in youth sport. Each question guide contained 11 questions. With the help of an experienced researcher, the question guides were developed to address the participants history in soccer, and the life values gained or felt to be gained through participation in youth soccer. Other questions on the guides addressed coaches teaching values and how the values learned in soccer carry over into everyday life. Prompts were developed for every question except the introduction and conclusion questions. One question guide was developed for interviewing the soccer players, and the other guide was developed for interviewing the parents and coaches. A video camera was used to record each interview, and an audio cassette was also used to record the dialogue in each interview. Each

interview was also hand recorded in order to have notes of the interview. All three methods of recording were used in order to have triangulation within the study and results.

Researchers

The primary researcher involved in this study was a Master's student who had training in qualitative research involving focus groups. The two experienced researchers were from a local university, and both had a doctoral degree in the field of Kinesiology. Each experienced researcher had more than ten years of experience in quantitative and qualitative methodology.

Procedure

Two group interview sessions were conducted as a pilot study. The first group consisted of one parent and one coach. The second group consisted of two players ages 13 and 15 years. The pilot study groups lasted 20 to 30 minutes, and the question guides which were developed were used for the pilot study. After each session, there was time for the participants to make comments and suggestions about the questions and the interview session. The pilot study was conducted in order to increase the validity of the question guides. Participants were recruited by sending letters to current high school soccer players and parents asking for participation in the study. The high school coaches were contacted via email and telephone prior to sending the letters asking for permission to use the team, and permission to send the letters home with the players. A list was distributed at the team's practice for players to sign if they were interested in participating in the study prior to sending letters home to parents. The coach contacted

the researcher about the players who were interested in participating, and those players who were interested were given letters to take home to their parents. Coaches were also asked to participate in the study. Participants were randomly selected from those who were interested and randomly assigned to interview groups according to whether a coach, player, or parent. Coaches, players, and parents were selected who had a common connection with a team, for example, players who played for a certain coach. The participants were contacted, and given a day and time to meet for the interview. If a participant could not meet for a group interview, an individual interview was scheduled. Each interview was held in a conference room or laboratory on the campus of a local university. Each group interview session lasted 30 to 40 minutes, and each individual interview session lasted 10 to 15 minutes. For the players, there were three group interview sessions, and two individual interviews. For the parents, there were two group interview sessions, and three individual interviews, and for the coaches, there was one group interview session and four individual interview sessions. In each participant group, those participating in a group interview met only once, and the individuals were interviewed only once also. Refreshments were provided during each group interview.

Prior to the beginning of each interview, the participants read and signed an informed consent form (Appendix F), and a background questionnaire was completed by each participant (Appendix D). At the start of each interview, the rules for the interview were read to the participants. Participants were not required to answer any questions during the interview they did not desire to answer. A note taker helped to record

participant responses, and a video camera and a tape recorder were used to record responses which the facilitator and note taker may have missed.

Analysis

Data were collected and analyzed through a qualitative research method. Qualitative research uses natural settings, small sample sizes, and allows for an in-depth exploration on a subject or topic (Thomas & Nelson, 1996). Once the data from each interview were collected and compiled from notes, tape recordings, and video recordings; the interviews were hand recorded using the notes and recordings. Using the interview transcripts, the common themes between and within each group were extracted. Triangulation was used to ensure common themes between and within the three groups. Triangulation involved three researchers reviewing the data to come to a consensus on common themes and to also increase the validity of the study (Thomas & Nelson, 1996). A second form of triangulation was also used by having each interview audio, video, and hand recorded. For the purposes of this study, the three individuals chosen to review the data consisted of two university faculty, who were experienced in the use of qualitative research methods, and the primary researcher.

Results

Field notes were used as the primary data source, with cassette and video recordings of the interviews used as secondary sources for clarification. Major themes for each question were determined by similar answers being given by five or more of the participants, and minor themes were similar answers given by two to four participants (Blom, 2003). A matrix of the major and minor themes was developed to help in the

understanding of the responses. For each question, the key words used in the participant's answers were plotted and then "MJ" was used to indicate major themes and "MI" was used to indicate minor themes. Exact transcripts and theme analysis are presented in Appendices G - H.

"When you first got involved with soccer, why did you choose to be involved?"

The major theme among parents was socialization (see Table 1). Parents made comments such as, "socialization probably first reason" and "wanted kids involved in team sports." A minor theme among parents was they wanted their kids involved in sports, "I wanted kids involved in team sports." When players were asked the same question, the major theme, which was stated by five out of nine players was mother and father. The major theme among coaches was wanting to share their knowledge of soccer. A comment made by a coach was, "wanting little kids to learn from what I know and incorporate it on the field." A minor theme among coaches was still wanting to be involved. One coach stated he coached, "because no longer playing and still want to be involved."

"When you hear the term "values" what meaning or specific values come to mind?"

The major themes among coaches were attitude, teamwork, and respect. One coach described a value as, "what people hold dear to them" (see Table 2). Discipline, honesty, and commitment were minor themes among the coaches. The players major theme was honesty, and minor themes were trying your best and respect. The players described a value as a standard or morals. Parents described values as "beliefs," and one parent commented "values help guide decision making." The major themes among parents were discipline and teamwork.

"Who influenced the values you have now and how?"

For coaches, the major theme was parents, stated by seven out of nine, and coaches, stated by five out of nine (see Table 3). Teachers and church were minor themes among coaches. Of the players, seven out of nine stated one or both parents influenced their values. Teachers, siblings, and friends were minor themes among players for people who influenced their values. The major theme among parents, seven out of nine, were their parents along with teachers being main influences. Former coaches and church were minor themes among parents.

"Tell me how sports can contribute to one's values."

According to the coaches, the major themes were encouraging teamwork, enhancing self-confidence, and dealing with different personalities (see Table 4). One coach stated, "it makes individuals deal with different personalities." Players reported sports contributed to values through, "interaction, because learn how to deal with different folks." Players felt teamwork and learning to interact positively with others were how sports contribute to one's values. Minor themes mentioned by players were discipline and work ethic. Parents suggested learning to work with others, and one parent stated, "sports can bring out the best and worst in people." The parents and players had the same major and minor themes for this question.

"In youth soccer, what values do you feel are learned or built?"

According to coaches, the major themes were teamwork ("if great forward learn how to make great assists or no one will want to play with you"), respect ("starts at youth level"), and commitment (see Table 5). The minor themes were unselfishness,

cooperation, and responsibility. For players, teamwork and work ethic were the major themes, and discipline, responsibility, and respect emerged as minor themes among the players. Teamwork was a major theme for the parents, and the minor themes were respect, work ethic, and friendship. One parent commented it helps her son become a better friend and helps build relationships with friends.

"How do you teach or instill life values in your players or children?" - parents & coaches

"How do you learn these values?" - players

The players were asked, "How do you learn these values?" This question was in reference to the previous question, "In youth soccer, what values do you feel are learned or built?" "Team members/friends and leaders through their example," was stated by six out of ten parents (see Table 6). The question for the parents and coaches was, "how do you teach or instill life values in your players or children?" For parents, role modeling was answered by eight out of ten parents. One parent said, "kids see what we do" and follow that. Role modeling emerged as a minor theme for coaches with three out of nine answering with they felt values were taught by how they act at practice and games. One coach commented, he actually tells his players to be respectful to adults and other coaches.

"How do you feel about coaches teaching values?"

Parents responded to this with, "real important, because looked upon as role models" and "depends on what values trying to teach, if they're values we endorse and want them to learn that's fine, but if values are outside bounds of our comfort zone then this is a problem" (see Table 7). Eight out of nine parents felt coaches should teach

values, but if the coach's values were different from their values, then the parents were not for it. Coaches made comments in favor of teaching values, such as "should be done, team without values don't do as well" and "it is role of a coach." "I don't think you can stay away from it" was the reaction of one coach. "Everyone listens to the coach, so it's good if they do that" was one player's response to this question. All the players, nine out of nine, felt the coach should teach values and act as a role model. A comment was made about a coach who teaches values as, controlling the team, if the team let go, then it reflects on team and school. Another player said, "if coach didn't teach values then it would be a team that would cheat and no one likes."

"How do the life values learned in soccer carry over into everyday life?"

Coaches responded with, "ideally players may handle group work better" (see Table 8). The two major themes for coaches were handling situations better and interacting with peers better. Parents reported that life values from sports carry over in the aspect of kids are able to interact and cooperate better with others, time management, and responsibility. One comment was, "they get along with others in class." Players thought interaction with others and discipline were values carried over from soccer into everyday life. It is "easier to interact with people at school" was stated by one player. Time management was a minor theme for players.

"What do you feel is the most important life value learned in soccer?"

For this question, parents answered with "being a team player, because if don't sacrifice personal ambition for team then team will suffer" (see Table 9). The major themes for parents were teamwork, discipline, and commitment. A minor theme was

trust. Teamwork and respect emerged as major themes for coaches, and commitment, discipline, and work ethic were minor themes. One coach commented, “no man is an island,” and “people will respect you the way you perform your work.” The players major themes were work ethic and trust, and teamwork and patience were minor themes.

"Are there any questions or comments?"

There were a few comments made at the end of some interviews, which are stated here. A player commented about soccer that “comradery is important, don’t want to play with people you don’t like.” One coach said that, “soccer players are much more people oriented.” The parents expressed an interest in what the players had answered for the interview questions.

Discussion

The purpose of this study was to conduct a qualitative analysis using group and individual interviews to learn more about life values gained or enhanced through participation in youth soccer.

This study found the main values gained through participation in youth soccer were teamwork, respect, commitment, responsibility, and work ethic. Parents and coaches felt players gained the values of teamwork, respect, commitment, and responsibility. When asked how coaches and parents teach these values, eight out of nine parents said through role modeling. One coach said he mentions to his players to be respectful to adults and others. When looking at everyday life, the life values which show in everyday interactions were getting along with others better, time management, discipline, and responsibility. Slade (1999) commented sports teach kids how to work

together and handle different situations which is part of real life. These results may encourage youth to participate in sports from possibly learning about the positive benefits which can carry over into the classroom and at home.

When asked how they got involved with soccer, the three groups gave different answers. Parents wanted their children to have an opportunity to socialize, and the coaches wanted to stay active in soccer. Among players, five out of nine said their parents were the reason they began soccer. As for what a value is, coaches mentioned respect, attitude, and teamwork, and the parents mentioned teamwork and discipline. Players mentioned honesty as a major value. Previous research by Stryer, Tofler, and Lapchick (1998) showed values can include teamwork, discipline, leadership, sportsmanship, respect, and self-confidence, which supports the findings of this study. Within the study, all three groups reported the values of giving your all and being disciplined. Lee and Cockman (1995) and Heeren and Requa (2001) supported the idea of sports promoting the values of achievement (giving your all) and being disciplined.

The one question seven out of nine players, coaches, and parents had the same answer to was, “who influenced the values you have now?” All three groups reported parents as being the major influences. Research by Parish and Nunn (1988) found similar findings of parents being main influences in the values children hold. Parents have a great influence on how an individual acts and behaves. Munns (1972) found opposing results which showed peers have the greatest influence on the values of an individual. Both family and peers can have a significant influence according to past research. Even though parents do have a great influence, peers still can have a major influence on the

values youth hold (Munns, 1972). The findings in this study may suggest parents as the molders of good citizens, and this is significant because this may help parents understand one of the important roles they have when raising a child. The results of this study also suggests sports in general contribute to one's values through learning to work with others and enhancing discipline and work ethic.

The results of the present study may suggest soccer can contribute to the values of teamwork, interdependence, respect, and work ethic. These results may be significant in reinforcing the positive outcomes of participation in soccer. Research by Cruz, Boixados, Valiente, and Capdevila (1995) found similar values of cohesion, sportsmanship, and responsibility among soccer players. When asked how players learn values all three groups mentioned role modeling and through example. Fortanasce (2001) commended, the character of a person is influenced and developed through role modeling and how others act. Coaches were viewed as important influences in the teaching of values in sport, although parents felt coaches should only teach values if the coaches' values corresponded with the values parents hold. When asked how the values learned in soccer carry over into everyday life, players, coaches, and parents thought interaction with peers improved, and coaches thought it made players more grounded. Parents also said time management and being responsible were values which carried over. The most important value learned in soccer was teamwork. Coaches thought respect was another one, and players felt trust and patience were the most important following teamwork. The parents, players, and coaches did have different views on other values such as patience and trust. The other common tie between the three groups was they all felt parents have

the most influence on values. This was supported by Parish and Nunn (1988) has similar findings of parents being the main influences on an individual's values, but this goes against other previous research, which has shown peers to have a greater influence on the values of youth (Munns, 1972).

Overall, the major value mentioned by players, coaches, and parents as being learned through soccer was teamwork. Knowing this information may be useful to soccer participants in that they may want to focus on team building and cohesion as an aspect of building a successful team. These results can only be generalized to soccer participants, parents, and coaches in a Southeastern section of the United States. Other limitations which could have affected the results of the study were, not all youth sports being included which limits the generalizability of the study to only soccer, and the participants being volunteers because only people who were interested in this research participated, and those who were not interested did not participate. There was also a limited number (27) of participants. Having a broader range and increased number of participants could allow for the results to be generalized to a larger population. The primary researcher's inexperience with qualitative research may have affected the results. The primary researcher was a Master's student who had previous experience conducting three focus groups. Having more experience conducting qualitative research could help limit any biases and help in the conducting of interviews, through helping participants stay on the subject and flowing smoothly from one question to the next.

Future research may examine the differences in recreational and high school athletes' values. Differences between team and individual sports participants' values could also be examined. Future research may also interview more participants from a wider range of the United States and the world. The use of a value survey such as the Youth Sport Values Questionnaire (Martin, Whitehead, & Balchin, 2000) along with an interview would allow comparison of values represented when given the two measurements to see if the values correspond with one another. Examining two sports to compare and contrast the values gained through each sport could also be done, along with a comparison of male versus female athletes and the values each group gains through youth sport participation.

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Table 1

Theme Analysis for “When you first started with soccer, why did you choose to be involved?”

Theme	Participant Groups		
	Players	Parents	Coaches
Still wanted to be involved	-	-	MI
Wanted kids to learn from what I know	-	-	MJ
Parents	MJ	-	-
Socialization	-	MI	MI
Wanted kids involved in sports	-	MI	-

Note. MJ = major theme; MI = minor theme.

Table 2

Theme Analysis for “When you hear the term “values” what meaning or specific values come to mind?”

Theme	Participant Groups		
	Players	Parents	Coaches
Attitude	-	-	MI
Teamwork	-	MI	MI
Respect	MI	-	MI
Discipline	-	MI	-
Honesty	MJ	-	MI
Commitment	-	-	MI
Standards	MI	MI	-
Beliefs	-	MI	-
Trust	-	MI	-
Guide decisions	-	MI	-

Note. MJ = major theme; MI = minor theme.

Table 3

Theme Analysis for “Who influences your values and how?”

Theme	Participant Groups		
	Players	Parents	Coaches
Parents	MJ	MJ	MJ
Coaches	-	MI	MJ
Teachers	MI	MI	-
Church	-	MI	MI
Siblings	MI	-	-
Friends	MI	MI	-

Note. MJ = major theme; MI = minor theme.

Table 4

Theme Analysis for “Tell me how sports can contribute to one’s values?”

Theme	Participant Groups		
	Players	Parents	Coaches
Teamwork	MI	MJ	MJ
Enhance confidence	-	-	MJ
Look at what value	-	MI	MI
Deal with different personalities	MJ	MJ	MJ
Discipline	MI	MI	-
Work ethic	MI	MI	-

Note. MJ = major theme; MI = minor theme.

Table 5

Theme Analysis for “In soccer, what values do you feel are learned?”

Theme	Participant Groups		
	Players	Parents	Coaches
Unselfishness	-	-	MI
Cooperation	-	MI	MI
Teamwork	MJ	MJ	MJ
Respect	MI	MI	MJ
Commitment	-	-	MJ
Responsibility	MI	-	MI
Work hard	MJ	MI	-
Discipline	MI	-	-
Friendship	-	MI	-

Note. MJ = major theme; MI = minor theme.

Table 6

Theme Analysis for “How do you learn these values?” and “How do you teach and instill life values in your children or players?”

Theme	Participants Groups		
	Players	Parents	Coaches
Role modeling	-	MJ	MI
Example	MJ	-	-
Mention values	-	MI	MI
Coaches	MJ	-	-
Team members	MJ	-	-

Note. MJ = major theme; MI = minor theme.

Table 7

Theme Analysis for “How do you feel about coaches teaching values?”

Theme	Participant Groups		
	Players	Parents	Coaches
Yes	MJ	MJ	MJ
No	-	-	-
Depends, if values the same as ours	-	MJ	-

Note. MJ = major theme; MI = minor theme.

Table 8

Theme Analysis for "How have values carried over into your everyday life?"

Theme	Participant Groups		
	Players	Parents	Coaches
Handle situations better	-	-	MJ
Interact better with peers	MJ	MJ	MJ
Discipline	MJ	-	-
Time management	MI	MJ	-
Responsibility	-	MJ	-

Note. MJ = major theme; MI = minor theme.

Table 9

Theme Analysis for “If you could choose a value to learn through soccer what would it be and why?”

Theme	Participant Groups		
	Players	Parents	Coaches
Discipline	-	MJ	MI
Teamwork	MI	MJ	MJ
Respect	-	-	MJ
Commitment	-	MJ	MI
Work ethic	MJ	-	MI
Trust	MJ	MI	-
Patience	MI	-	-

Note. MJ = major theme; MI = minor theme.

APPENDICES

Appendix A

Research Questions and Definition of Terms

Questions

1. What life values are prevalent in youth soccer?
2. What life values are gained through participation in youth soccer?
3. What life values do parents and coaches perceive their children or players gain through participation in youth soccer?
4. How do coaches teach life values in youth soccer?
5. How do the life values gained in youth soccer transmit to everyday life?

Definition of Terms

Coach - a female or male who is currently coaching any recreational, high school or club soccer team which consists of players ranging in age from 13 to 19 years.

Parent - a female or male who has a youth soccer player currently participating in recreational, club, or high school soccer and who is between the ages 13 to 19 years.

Interviews - a qualitative research method where participants verbally respond to questions rather than writing a response to questions (Thomas & Nelson, 1996).

Themes - a specific characteristic that is recurring (Webster, 2003).

Major theme - Same or similar answer given by five or more participants (Blom, Hardy, Burke, & Joyner, 2003).

Minor theme - Same or similar answer given by two to four participants (Blom et al., 2003).

Triangulation - a process of qualitative analysis in which three people review data in order to come to a consensus on common themes within the data (Thomas & Nelson, 1996).

Values - norms which one believes are important or a belief in a certain act or behavior which is preferred over another (Crace & Brown, 2000; Rokeach, 1973).

Youth soccer participant - any soccer player between 13 - 19 years of age who is currently participating in soccer at the recreational, high school, or club level.

Appendix B

Limitations, Delimitations, and Assumptions

Assumptions

1. It was assumed that participants will give truthful and honest answers.
2. It was assumed that participants will understand the questions asked.
3. It was assumed that participants have established some personal values.

Limitations

1. Interview settings were different for some of the participants.
2. Not all youth sports are included, so results may gravitate to the one sport studied.
3. Participants were volunteers.

Delimitations

1. The participants for this study were a convenience sample.
2. Because of the methodology of this project, a small sample size was used.
3. The age of the youth soccer players was limited to 12-19 years old in an attempt to receive better data and increase truthfulness.
4. The results of this study may only be generalizable to one area of the United States.

Significance of Study

Because some research has shown values are present and can be gained and enhanced from participation in youth sport, this study may help to expand the known positive benefits of participation in youth sport. This study will allow for a better understanding of the values athletes perceive to be gained from participation in youth soccer, and the values coaches and parents perceive athletes gain and enhance through

participation in youth soccer. The use of qualitative research will allow for in depth discussion and exploration, and a better understanding of values gained and enhanced from participation in youth soccer. The data gained from this study may help educate coaches and parents on one positive benefit of participation in youth sports, and it may help coaches become aware of the possible influence they have on young athletes.

Appendix C

Extended Literature Review

Life Values

Schwartz (1994) defined values as goals which vary according to different situations and can change in importance. Value can act as guidelines for a person's life, and they can lead someone to perform or judge certain acts of behavior (Schwartz, 1994). Schwartz commented values can be gained through personal experiences and socialization. Schwartz also described values as being one of ten types: power, achievement, hedonism, stimulation, self-direction, universalism, benevolent, traditional, conformity, and security values. Examples of these values would include: power, wealth; achievement, ambition; hedonism, self gratification; stimulation, challenging yourself, daring; self-direction, creativity; universalism, equality; benevolence, honesty; traditional, humbleness; conformity, politeness; and security, harmony and relationships. Schwartz suggested that often times values may conflict, and one value may take priority over another. As a person forms his/her values, these values are being crystallized and prioritized (Crace & Brown, 2000). Once a person establishes his/her values, these values develop into a value system. Crace and Brown (2000) defined a value system as a system which comprises all of the values important to someone. A value system develops within a person through the social learning process. The social learning process, proposed by Bandura, theorizes that one learns through the modeling and observation of others behaviors and actions (Berk, 1999). Bandura (1977) commented learning would be dangerous if it was primarily based on one's past actions as a basis of what to do.

In *New Knowledge in Human Values* (Maslow, 1959), values are explained as being either intrinsic or extrinsic. Intrinsic values are values which can lead to a sense of morality and extrinsic values are external objects which can consist of cars, homes, or boats (Maslow, 1959). Intrinsic values such as independence and humanism were found to be valued highly by both males and females (Erez, Borochoy, & Mannheim, 1989). Values can affect one's everyday life, and are used for self assessment and one's assessment of others (Crace & Brown, Rokeach, 1973).

An article exploring significant values of men and women, Wilder (1977), women are stated to have value systems which focus on safety and being responsible for the actions they take as compared to men's value system. Values among Polish youth were explored from the stand point of what societal factors influence the values of Polish youth. As society became more stable, the values of the Polish youth leaned more toward humanity and kindness, and as problems arose, the values of the youth leaned more toward resistance. Overall it was found that Polish youth found happiness, social interaction with friends, and a pleasing job to be valued most (Sulek, 1985).

Measuring Values

When studying values, there are several different ways to measure the values an individual has. Qualitative methods include interviews, focus groups, and observation. Qualitative surveys would include the Youth Sport Values Questionnaire (Lee, Whitehead, & Balchin, 2000), and Life Values Inventory (Crace & Brown, 2000). Surveys are good for quick data collection, although participant response to the survey

can be a weakness (Thomas & Nelson, 1996). Surveys may or may not allow the researcher to expand on a participant's answer, as for an interview or focus group, the researcher may have the opportunity to expand on a participant's answer more thoroughly. Surveys can limit the focus of a participant's answer. In an interview, participants are verbally asked a series of questions, and an interview allows the researcher one on one time in an informal or formal setting (Thomas & Nelson). Through the use of interviews, a researcher can go in depth on a topic and the responses a participant gives in order to come to a clearer understanding of the topic (Thomas & Nelson). Interviews can be time consuming, and the sample size of interview studies is usually small which is a limitation of this type of study. Focus groups consists of several individuals coming together to discuss a topic to collect data (Thomas & Nelson). Focus groups allow the researcher to gather a wide range of opinions in one sitting (Thomas & Nelson). Focus groups, need to be structured in order for the correct information to be gathered, and keep group time at a minimum. Having several participants discuss a topic at once can allow for the topic of conversation to become unfocused.

Life Values in Youth Sport

Many times, life values are formed and established during childhood and adolescents, and one way values are learned is through participation in youth sports (Fagan, 1963). More than 35 million youth between ages 6 to 16 are active in youth sports (Leonard, 1998). Dodder, Fromme, and Holland (1982) who studied the psychological functions of sport among 864 college students across the world, found

participation, attendance, and viewing sports resulted in positive values being formed. As for youth and adolescents, participation in youth sport is an excellent way to learn and express values. Kemp (1999) stated sports can make the lives of people better through teaching positive lessons even though sports may uncover societies flaws. Sports allow people to have chances to be successful along with overcoming various hurdles which can build their character (Fortanasce, 2001). A study among 93 football and tennis players ages 12 to 15 years revealed personal pleasure and sportsmanship were values felt to be gained from participation in youth sport (Lee & Cockman, 1995). Lee and Cockman also found achievement, caring, belonging, and obedience were values gained and shown through youth sport participation. Another study, which used observation and interviews, involving a girls' field hockey team found interdependence, belonging, and winning were values gained and exhibited in youth sport (Heeren & Requa, 2001). Sports provide a chance to build self-confidence which is not found in other school/social activities (Voors, 1997). There are opposing views to the issue of sports enhancing and building values and character. Ogilvie and Tutko (1971) commented the character of an athlete is formed before any participation in sport occurs and that characteristics such as respect, success, and discipline are not enhanced through participation in sport.

In a study examining athletes and parents views on winning and losing, effort, and sporting behaviors in tennis, it was found that 64.7% of youth tennis players valued winning (DeFrancesco & Johnson, 1997). Winning though can not be a sole value according to Fortanasce (2001) who comments that effort, diligence, and discipline are the factors which breed winning and success. In 1986, Simmons and Dickinson

developed the Survey of Values in Sport which measures values in sport. This survey was tested using two different studies, one with 95 university students in an introduction to psychology class, and one with two women's collegiate athletic teams. Findings from these studies revealed among university women, expressing feelings and good health were top values in sport, and among males achieving personal limits and competition were top values in sport (Simmons & Dickinson, 1986). The end result of the two studies revealed achievement, exercise, sociability, health, and fulfillment were placed as top values in sport (Simmons & Dickinson, 1986).

Life Values in Youth Soccer

The American Youth Soccer Organization developed their philosophy to be based on the values of trust, respect, responsibility, fairness, caring, and citizenship (Fortanasce, 2001). Cruz, Boixados, Valiente, and Capdevila (1995) studied prevalent values among young Spanish soccer players, and found showing skills, winning, equity/justice, cohesion, sportsmanship, concern, and responsibility to be values used and enhanced in soccer. Cruz et al., also found winning, showing skills, and equality as important values in sport, and social image and enjoyment were of lesser importance. Among 110, 8 to 10 year olds, gaining skill, belonging, having fun, good sportsmanship, and winning were values felt to be influenced by participation in youth soccer (Dubois, 1986). Dubois also found participation in youth soccer was a significant factor in the influence of values because kids who were involved showed more positive value changes than those who took a season off resulting in regression to previously held values. Youth soccer has been proven to be a sport which promotes and provides youth the opportunity

to gain and express values. Fortanasce comments that soccer gives kids a chance to belong along with learning how to be responsible and respectful.

Life Values: Youth Sport Coach and Parents

DeFrancesco and Johnson (1997) mentioned the root of any successful youth sports program is the relationship of the player, parent, and coach. Cruz et al. (1995) mentioned that the moral development of youth is influenced by what coaches, parents, and peers do. Parents have a significant influence on the values of children, and the values children often reflect the values of their parents (Parish & Nunn, 1988). There is also previous literature which expresses peers having more influence on the values of youth than adults (Munns, 1972). Withey (1962) suggested peers are more a reinforcer than initiator of values established by parents of youth. Fortanasce (2001) remarked, the character of a person is learned through role modeling, which truly expresses one way values are learned. In an article addressing teaching attitudes and behaviors through youth sports, the coach was stated to often act as a role model in which players follow or learn from (Barber, 1982). Reinforcement of good values and behavior by coaches was also mentioned as a way of developing values in youth sport (Barber, 1982). Lesyk and Kornspan (2000) found 109 middle school and high school coaches to think having fun, belonging, gaining confidence, learning life skills, and competition as significant outcomes from youth sport participation. Of note is that compared to other sports, soccer coaches are more positive toward their players which influences the values they portray (Dubois, 1990). Horn, Kimiecik, Maltbie, Wong, and Rojas (1999) conducted a study with the parents of youth sport participants to explore the beliefs and values viewed as

important in youth sport participation. Self-report questionnaires were given to 81 parents who had young athletes ages 8-15 years old. Horn et al. found that teamwork skills, weight control and fitness were the values parents perceived to be gained for girls in youth sport and competitive development was valued most by parents of boys. Among parents, DeFrancesco (1997) found 33.4% valued winning in their child's youth tennis participation and 64.4% indicated winning was somewhat valued in youth tennis participation.

Qualitative Analysis

One way to explore the values in youth sport is through qualitative analysis. One method of qualitative analysis are group and individual interviews. Thomas and Nelson (1996) identify interviews as descriptive research, and is commonly used in education and behavior sciences. Interviews are a valid method of collecting data because responses are more valid when compared to survey research, and the researcher verbally talks with participants instead of relying on written responses (Thomas & Nelson). Several studies in the past have used interviews as the method of data collection. Gould (1996) conducted interviews with ten burnt out junior tennis players on the characteristics of burnout and why these players were burnt out. Gould found physical and mental stress were reasons for burn out. In another study, interviews with 15 Olympic athletes were conducted in an investigation of factors affecting Olympic performance (Gould, Guian, Greenleaf, & Dieffenbach, 2001). Factors found which positively affected performance were use of sport psychology interventions, positive attitude, physical ability, and coaching, and factors which negatively affected performance were varying routine,

media, and pressure from coaches (Gould et al.). Another method of qualitative analysis are focus groups which consist of a small group of people coming together to discuss a specific topic with a researcher. Blom, Hardy, Burke, and Joyner (2003) used focus groups to explore the perceptions of sport psychology services and professionals among high school athletes. Focus groups are good to gather data from several people at one time, although getting a common meeting time can be a problem. One other qualitative analysis method is observation, which consists of video taping or note taking a participant's natural behaviors (Thomas & Nelson). Culver, Gilbert, and Trudel (2003) state qualitative analysis is one of the most often used methods for research involving coaching over the past decade. Qualitative research can be the foundation for quantitative research (Strean, 1998).

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Appendix D

Participant Information

Age: _____

How long have you been involved with soccer? _____

Are you a player, coach, or parent? Circle one: Player, coach, parent

What level are you involved with? recreational, premier, athena, classic, or high school
(circle one)

Are you involved in any other sports besides soccer? _____

Appendix E

Question Guide #1

Hi, My name is Carla Schmitt and I am currently a Sport Psychology graduate student at Georgia Southern University. The purpose of this interview is to explore life values learned through youth soccer.

Rules

1. Please turn off mobile telephones or beepers.
2. By signing the consent to participate in a research project form, I understand that all information discussed will be kept confidential. Failure to do so can result in the participant's data not being used, and the participant being asked to leave the interview.
3. Please do not interrupt someone else or criticize answers/opinions.
4. Everyone will have a chance to talk, and you do not have to answer a question if you would not like to.

Questions

1. Please tell your name and how long you have been involved in soccer and any other sports involved in.
2. When you first started with soccer, why did you choose to be involved?

Prompt: What made you want to play soccer, your friends, parents, etc...?

3. When you hear the term "values" what comes to mind?

Prompt: beliefs, character, guides, winning, cheating, sportsmanship

4. Who influences your values and how?

Prompt: Where did you learn most of your values from parents or peers?

Were you taught these values?

5. Tell me how sports can contribute to one's values?

Prompt: How?

6. In soccer, what values do you feel you have learned?

Prompt: Responsibility, independence, success, creativity, winning

7. How do you learn these values?

Prompt: actions, modeling, lectures

8. How do you feel about coaches teaching values?

Prompt: Do you feel that coaches should teach values and why?

9. How have these values carried over into your everyday life?

Prompt: At school or home- do more chores

10. If you could choose a value to learn through soccer what would it be and why?

Prompt: What value do you feel is most important to you and why?

11. Are there any questions or comments?

Question Guide #2- Coaches and Parents

Hi, My name is Carla Schmitt and I am currently a Sport Psychology Graduate Student at GA Southern University. The purpose of this interview is to explore values learned through youth soccer.

Rules

1. Please turn off cell phones or beepers.
2. By signing the consent to participate in a research project form, I understand that all information discussed will be kept confidential. Failure to do so can result in the participant's data not being used, and the participant being asked to leave the interview.
3. Please do not interrupt someone else or criticize their answer/opinions.
4. Everyone will have a chance to talk, and you do not have to answer a question if you would not like to.

Questions

1. Please tell your name and how long you have been involved in soccer, and any other sports involved in.
2. When you first started with soccer, why did you choose to be involved?

Prompt: Children involved, exercise, working with children

3. When you hear the term "values" what comes to mind?

Prompt: beliefs, character, guides, winning, cheating, sportsmanship

4. Who influenced the values you have now and how?

Prompt: parents, friends, spouse?

5. Tell me how sports can contribute to one's values?

6. In youth soccer, what values do you feel are learned or built?

Prompt: Responsibility, independence, success, creativity, winning,
independence, belonging

7. How do you teach or instill life values in your players or children?

Prompt: Do you act as a role model or actually mention values?

8. How do you feel about coaches teaching values?

Prompt: Do you feel that a coach should try and instill values?

9. How do the life values learned in soccer carry over into everyday life?

Prompt: At school or home- do more chores

10. What do you feel is the most important life value learned in soccer?

Prompt: What value do you feel is most important to you and why?

11. Are there any questions or comments?

Appendix F

INSTITUTIONAL REVIEW BOARD

GEORGIA SOUTHERN UNIVERSITY

APPROVAL FORM

1. Department Public Health Request # S200215 Date Submitted 11/25/02

2. Principal Investigator (PI) if student, include Faculty Advisor (FA):

PI: Carla J. Schmitt FA: Dr. Charles J. Hardy

PI Telephone No. (912) 681-4861 Address 305 Pitt-Moore Road,
Statesboro, GA 30458

FA Telephone No. (912)681-0578 Address P.O. Box 8008 Georgia Southern
University, Statesboro, GA 30460

E-Mail: cjanschmitt@hotmail.com

3. Title of Research or Thesis Project Life Values in Youth Sport: A Qualitative Analysis

4. If Grant Proposal, list agencies to which it is being submitted:

5. PI or FA Recommendations:

 X Exempt Expedited Review Full Review

6. DIRB Recommendations:

 Exempt Expedited Review Full Review

PI Signature _____ Date _____

FA Signature _____ Date _____

DIRB Chair _____ Date _____

Department Chair _____ Date _____

DETERMINATION OF INSTITUTIONAL REVIEW BOARD

Human Participants: ☐ At Risk ☐ Not at Risk

Action: ☐ Approved ☐ Not Approved ☐ Reapproved

Revisions ☐ Exempt-Department Approved ☐ Returned for

Signed: _____ Date: _____
Chair, Institutional Review Board

GEORGIA SOUTHERN UNIVERSITY
Department of Public Health
College of Health & Professional Studies
Departmental Approval Form
Researcher

I have read the University IRB Policies and Procedures on the use of human participants in research and agree to abide by them. I agree to report any significant and relevant changes in procedures and instruments as they relate to participants to the review committee for consideration. I also understand the feedback containing information that infers a participant is at risk should be provided to the participant by an individual with faculty status. I understand that any questions I have regarding the use of Human Participants should be referred to the Chair of the DIRB committee.

DATE _____ Signed (PI) _____

DATE _____ Advisor's Signature _____

DIRB & Department Chair

____ A. The research using human participants described on this form involves no significant issues of human rights or participant welfare. The department approves this proposal in its present form and requests that it be **exempt** from University IRB review.

____ B. The research using human participants described in this proposal has the department's approval. The study proposed does not involve any obvious violations of human rights or participant welfare but before activation of the department research requests an **expedited review** from the University IRB.

____ C. The research using human participants described in this proposal has the department's approval. Since the study proposed involved significant issues of human rights and participant welfare, the department requests a **full review** of the proposal by the University IRB.

Signature of DIRB Chair

Date

Signature of Department Chair

Date

CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

Title of Project Life Values in Youth Sport: A Qualitative Analysis

Investigator's Name Carla J. Schmitt Phone: (912) 681-4861

Participant's Name _____

Date: _____

Data Collection Location _____ Georgia Southern University Campus
_____ Other _____

I hereby authorize Carla J. Schmitt and/or such assistants as may be selected by him/her to interview _____ on the following topic: I, _____, will be participating in an interview which will be investigating life values gained or enhanced from participation in youth soccer. I understand that I have been asked to participate in this research study because I am currently a youth, high school, or club soccer coach. The interview will last ten to twenty minutes, and I understand the interview will be audio and video taped for data recording purposes. The video and audio tapes will be viewed solely by the research/transcriber, and stored at the home of the researcher/transcriber. The researcher's advisor, Dr. Charles J. Hardy, will have access to audio and video tapes if the need arises. Both audio and video tapes will be erased by August of 2003. I will be served refreshments during the interview. I understand that all information obtained will be confidential and used for research purposes only by the investigator. I also understand that I am not obligated to answer any

questions which I do not want to, and any answers given will be in the presence of approximately five to six other soccer coaches and the researcher.

There will be no risk to human subjects. Studying life values in soccer can help promote the positive benefits of participation in youth soccer. Learning about what values are gained and viewed as most prevalent in youth soccer can aid in the future education of individuals including coaches and parents. This can enable coaches and parents to have a general idea of what values are gained and enhanced through participation in youth soccer. The individual benefits for the participants in this study will be gaining personal insight into their views on values in youth soccer, and also the position of others on values gained or enhanced through participation in youth soccer. This can enhance the individual participants view and outlook on values gained through participation in youth soccer. This study has both benefits for society and individuals, in that society can benefit from knowing the positive benefits of participating in youth soccer.

I understand that all data concerning myself will be kept confidential and available only upon my written request to Dr. Charles J. Hardy at P.O. Box 8008, Graduate Studies, Georgia Southern University, Statesboro, GA 30460. I further understand that in the event of publication, no association will be made between the reported data and myself.

I understand that I may terminate participation in this study at anytime without prejudice to future care or acknowledgment, and that owing to the scientific nature of the study, the investigator may in his/her absolute discretion terminate the procedures and/or investigators at any time.

If you have any questions about this research project, please call me Carla Schmitt at 912-681-4861. If you have any questions or concerns about your rights as a research participant in this study, contact IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465.

PRINT PARTICIPANT'S NAME _____

PARTICIPANT'S SIGNATURE _____

DATE _____

CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

Title of Project Life Values in Youth Sport: A Qualitative Analysis

Investigator's Name Carla J. Schmitt Phone: (912) 681-4861

Participant's Name _____

Date: _____ Data Collection Location _____ Georgia

Southern University Campus

_____ Other _____

I hereby authorize Carla J. Schmitt and/or such assistants as may be selected by him/her to interview _____ on the following topic:

I, _____, will be participating in an interview which will be investigating Life Values gained or enhanced from participation in youth soccer. I understand that I have been asked to participate in this research study because I am between 13-19 years old and am currently participating in soccer. The interview will last from ten to twenty minutes, and I understand the session will be audio and video taped for data recording purposes. The video and audio tapes will be viewed solely by the research/transcriber, and stored at the home of the researcher/transcriber. The researcher's advisor, Dr. Charles J. Hardy, will have access to audio and video tapes if the need arises. Both audio and video tapes will be erased by August of 2003. I will be served refreshments during the session. I understand that all information obtained will be confidential and used for research purposes only by the investigator. I also understand that I am not obligated to answer any questions which I do not want to, and any answers

given will be in the presence of approximately five to six other soccer players and the researcher.

There will be no risk to human subjects. Studying life values in soccer can help promote the positive benefits of participation in youth soccer. Learning about what values are gained and viewed as most prevalent in youth soccer can aid in the future education of individuals including coaches and parents. This can enable coaches and parents to have a general idea of what values are gained and enhanced through participation in youth soccer. The individual benefits for the participants in this study will be gaining personal insight into their views on values in youth soccer, and also the position of others on values gained or enhanced through participation in youth soccer. This can enhance the individual participants view and outlook on values gained through participation in youth soccer. This study has both benefits for society and individuals, in that society can benefit from knowing the positive benefits of participating in youth soccer.

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PRINT PARTICIPANT'S NAME _____

PARTICIPANT'S SIGNATURE _____

DATE _____

(If the participant is a minor, or otherwise unable to sign, complete the following):

The participant is a minor (age ____), or is unable to sign because:

(Mother)

(Father)

(Guardian)

(Date)

CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

Title of Project Life Values in Youth Sport: A Qualitative Analysis

Investigator's Name Carla J. Schmitt Phone: (912) 681-4861

Participant's Name _____

Date: _____

Data Collection Location _____ Georgia Southern University Campus

_____ Other _____

I hereby authorize Carla J. Schmitt and/or such assistants as may be selected by him/her to interview _____ on the following topic:

I, _____, will be participating in an interview which will be investigating Life Values gained or enhanced from participation in youth soccer. I understand that I have been asked to participate in this research study because I am the parent of a youth soccer player between the ages of 13-19 years. The interview will last from ten to twenty minutes, and I understand the session will be audio and video taped for data recording purposes. The video and audio tapes will be viewed solely by the research/transcriber, and stored at the home of the researcher/transcriber. The researcher's advisor, Dr. Charles J. Hardy, will have access to audio and video tapes if the need arises. Both audio and video tapes will be erased by August of 2003. I will be served refreshments during the session. I understand that all information obtained will be confidential and used for research purposes only by the investigator. I also understand that I am not obligated to answer any questions which I do not want to, and any answers

given will be in the presence of approximately five to six other parents and the researcher.

There will be no risk to human subjects. Studying life values in soccer can help promote the positive benefits of participation in youth soccer. Learning about what values are gained and viewed as most prevalent in youth soccer can aid in the future education of individuals including coaches and parents. This can enable coaches and parents to have a general idea of what values are gained and enhanced through participation in youth soccer. The individual benefits for the participants in this study will be gaining personal insight into their views on values in youth soccer, and also the position of others on values gained or enhanced through participation in youth soccer. This can enhance the individual participants view and outlook on values gained through participation in youth soccer. This study has both benefits for society and individuals, in that society can benefit from knowing the positive benefits of participating in youth soccer.

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PRINT PARTICIPANT'S NAME: _____

PARTICIPANT'S SIGNATURE: _____

DATE _____

Appendix G

Player Transcripts

When you first started with soccer, why did you choose to be involved?

P11- because my mom

it sounded fun

P12- my dad

P13 - so young, my mom put me in there

P14 - my parents signed us up

P15 - parents signed us up

P16 - baseball and soccer, something to do

P17 - my mom

P18 - trying out different sports and decided to play

P19 - brothers involved

When you hear the term “values” what meaning or specific values come to mind?

P1- honesty and never to cheat

P12- just trying your best to win without bad sportsmanship

P13 - standards

P17 - morals

P16 - trustworthy

P18 - honesty, being nice

P19 - things mom has taught me, respect self and others

Who influences your values and how?

P11- mainly from my parents and sister

P12- my family

P13 - guess it would be my parents

P14 - yea, parents

P16 - my mom

P18 - mom, friends

P19 - my mom, church, and teachers

R- how do you learn these?

P11- raised with them

P12- how I was brought up

Tell me how sports can contribute to one's values?

P11- teamwork helped me

P12- how to get along with different people

our team has lots of different people with different personalities come together

P14 - more disciplined

P13 - better interaction with other people because learn how to deal with different folks

P17 - work ethic, have to work hard

P18 - teach you to be good to people on field

Get along with people on field

P19 - helps you work with other people

respect others, try really hard

In soccer, what values do you feel you have learned?

P11 - learned responsibility

P12 - responsibility and discipline

P13 - team morale, affects a lot for me

Always face adversity and good to stick together

P16 - taught me to work at things to get ahead

P17 - same as P16, work at it to be good

P18 - getting along with people

P19 - teamwork, being there for others on team, respecting teammates

How do you learn these values?

P11 - mainly from coaches

P12 - discipline from coaches, doing what they tell you to do

if don't like coach then don't want to do what they say

P15 - how they act

P13 - team members and leaders through their example

P17 - through coaching

P16 - through coaching, you learn by example, look up to older players

P18 - bunch of friends play, and see how they act and look up to coach a lot

P19 - watching other teammates and doing them myself

How do you feel about coaches teaching values?

P12 - if coach didn't teach values then probably be a team that would cheat and no one likes

R - Would you learn more from coach your age or older?

P11 - older, they've been there

P12 - older, because if close to your age then couldn't tell you what to do, just as old as you

P13 - sure, anybody can teach values if strongly believe in them

P14 - everyone listens to the coach, so it's good if they do that

P16 - yea, control team, if let them go then reflects on team and school

P17 - yea, they're role models

P18 - yes, coach is good and he's a good role model

P19 - yes, because they're mentors and need to learn from them

How have values carried over into your everyday life?

P11 - self-discipline helps with school, have to get homework done

P12 - motivation to do it to

P11 - not to cheat during tests

P13 - being on time for everything

be on time for practice, learn to set times

P15 - easier to socially interact with people at school

P16 - study hard, work at stuff, help keep house clean

P17 - nothing comes easy

P18 - yes, at school people who play soccer are my best friends, and I try to be good to others

P19 - for soccer have to be there for team and at work have to be there for kids at school-prioritize stuff

If you could choose a value to learn though soccer what would it be and why?

P12- getting along with other people

meet new people and want to know how to get along with them, and not have bad experience

P11- same as P12

P14 - trust, have to trust teammates and other people in life

P13 - yea, trust

P16 - courage, step out, play hard

P17 - patience

P18 - being good to people, being nice

P19 - never giving up

Are there any questions or comments?

P13 - comradery is important, don't want to play with people you don't like

Coach Transcripts

When you first got involved with soccer, why did you choose to be involved?

C3 - Since I wasn't playing anymore, I have this knowledge and it's good to see the little kids learn from what I know and incorporate it on the field, then having fun at it takes me back to when I first started playing, that's why

C2 - like I am playing intramurals

played since 8

good volunteer experience

build resume getting out there coaching soccer teams

have someone who knows what doing as opposed to a parent that doesn't

C6 - started with girls Athena

cause not playing and wanted to see what involvement in coaching would be like

C7 - parent of child playing sport

C8 - because no longer playing and still wanted to be involved

C9 - love soccer, try coaching while getting Master's to see if liked coaching

When you hear the term "values" what meaning or specific values come to mind?

C3 - Coach ... coached me as a kid and some of the teachings I learned from him I try to bring to my kids, like dealing with attitude

attitude comes first

make sure of things they're doing on and off soccer field, so they can lead a good life

after soccer as well

life lessons

C4 - As being a teacher and coach tell you your goal is to make a productive citizen, that's so much more important as a coach because the lessons that they're making they buy into those so much more, and when working as a team and making decisions, when coach is trying to get kids to see can't do it by themselves, when to ask for help, to be a good citizen, and see decisions they make effect ten other people on the field and to coach gives you better area to show them how their decisions effect other people and how they've got to make good decisions and work well with other people.

C5 - Agree, a lot of social issues come into play with team sports, like if running totally different

it's a team not an individual, also have to learn to find a value in someone you might not particularly like because they're going to be valuable to team

like learning how to find values in people you may not connect with at first, you've got to find something, like when get through something as a team somehow all stuck together sense of community

R - Do you think they gain more character values like beliefs, cheating, sportsmanship, or winning?

C5 - depends on coach

C1 - coach the kids, my theory, self respect go long way to believe in self, still having memories coaching, play with our hearts, 11 players there's unity

players will play for you, go extra mile, same token when become close to players and some don't want to take responsibility, coaches, hey this is my life, not going,

not me went out of way to help them, in long run teamwork

play by rule

win

all work together will win, w will come

C4 - what they develop at that age is what they'll carry on, like make somebody get in there and work for you for two hours then that's what they'll carry in to work force to me like can see when kids walk out onto field can see personality, can almost see how be when grown up

encourage good traits you see, may be only person to do that

C6 - work ethic

attitude

discipline

dedication

willingness

C7 - teamwork

Essentially the game of life

Interdependent

C8 - respect, hard work, honesty, friendship

C9 - what people hold dear to them

Way act

Based on moral upbringing

Commitment, trust, loyalty, honor, faith

Who influenced the values you have now and how?

C3 - parents

former coaches

father

mother

this is who I am today because of certain things they've said or done as a team and

maybe some players here and there

C5 - parents, more so than coaches, they were my coaches

definitely people of influence

advisors of clubs I was in

teachers

you know all effect what you believe in and what you believe about people

C3 - pro players as well

when little kid want to play game and see guys on TV, want to be like so and so, try to

model playing ability and habits after them, like ..., plays basketball, like his presence,

will to win, that's what I follow somewhat, how I feel about people

C2 - they mold you whether parents or former coaches or other athletes

want to aspire to be like them and either whether parents or coaches mold you into who

you are and for me playing three or four different sports and each coach different and

think about all coaches had whether someone's parent or some coach

C6 - mom

siblings

C7 - dad, because role model in life, man of his word

C8 - parents

C9 - god, parents, coach

Raised in church, and believe in things brought up believing

Tell me how sports can contribute to one's values?

C4 - sport brings everything into so much simpler terms, like winning and losing

kids have to face a lot of different range of emotions when play sports

have to accept defeat gracefully cause so many other people looking at you when you

lose, have to learn to suck it up

OK, hurt have to play tougher than that, or really mad have had a really bad day but have

to play for those ten other people

not all of different politics and stuff, when step on field playing that sport and those

emotions that you shape are just basic

C2 - teamwork, getting along with people you play with, may not talk to them in class or

hang out with them but teammates and get along and play good together

you work with groups rest of your life whether on or off field and have to get along

C5 - accomplishment, take kid who's never played any sport they have incredible sense

of accomplishment

even little things like make run 2 miles in 17 minutes or 3 miles in 27 minutes and they

do it, they're like oh they did it

just knowing they can overcome what they think they can't, improves self-esteem and

concept of what they're able to do and might have to work to get there which is work

ethic but there's also joy or even if had bad day and want to sit down and cry you overcome that emotion

C6 - helps individual look at what they value, if not forced to look at situations them can't form concrete ideas on how you feel about issues/situations.

C7 - values in particular, makes individual deal with different personalities

C8 - by giving confidence, because of team and work harder.

C9 - sports can contribute in that it's a way to exercise values brings everyone together

values seen in personality, through watching you get sense of who someone is.

In youth soccer, what values do you feel are learned or built?

C4 - not being selfish, something really have to come to grips with if playing soccer a lot of other sports like softball can have all the glory for that moment, but if great forward learn how to make great assist or no one will want to play with you a lot of other sports have to learn to not be selfish

C3 - teamwork as well

different attitudes make sure everyone on same page if have one that's a bad wheel then that has effect on everyone, causes confrontation on team

C6 - teamwork, cooperation, respecting authority-starts at youth level

C7 - teamwork, winning not everything, giving your best effort, play to best of ability, you have won from that standpoint

C8 - respect for players, time management, responsibility, commitment, belongin

C9 - respect-for players, coach, authority

Loyalty, commitment, faith

How do you teach or instill life values in your players?

R - I mean do you act as a role model or do you actually mention values to them while coaching?

C1 - role model, you have to set example

a lot of responsibility

sacrifice for coaches

not for my selfishness

someone have to do it

a challenge for me to kids

be able to set example

C4 - you drill it in them, you have to pass, use these people, use your defenders, use this

use that and kind of self-conscious

can't do this by myself, real subconscious, they don't realize what they're doing when

it's all over

C6 - role model whether mentally choose to be

know a lot of players outside sport, if in that role you're choosing that responsibility to be

looked at

sometimes mention stuff

relate concepts

C7 - trying to develop concept of team

constantly deal with “hot dogs” not wanting to share ball, and put pressure on team effort

11 men on field and ball has to go through ten others and goalie before it gets in goal

How do you feel about coaches teaching values?

R - Do you think coaches should or try and stay away from it?

C3 - I don't think you can stay away from it because you may have a kid that may not get any lessons at home and only outlet is practice and he's probably looking up to you so you can't shut down kid looking for answers to life or whatever else

me personally, I try to be involved in their lives, you need to have influence on kid

C4 - I think ... and I are real involved in what girls lives are like because you actually spend very little time instructing and way more time observing and we can tell who's having a bad day, who's having issues you know. We have a bunch of sisters on the team and when they get out there then like oh, they apparently had a fight the day before.

You as a coach important to deal with those kind of things then maybe make them good soccer players. Rather them grow up and mature a little bit.

I think as a coach you play so many different mentor roles, brother, sister, mom, dad, teacher, but at same time you're real paranoid about that.

I'm 25 years old and my coaches were always way older than me and I'm like six years older than some of these kids and their like what should I do and I'm like what did I do or what should I do. I feel too young to be a role model a lot.

C5 - Being a younger coach too, puts you in a different role in a way, like with my students, they think I'm their big sister, so players feel the same way, they feel you as a sibling and you never know what you'll hear.

coaching girls definitely different than coaching boys.

not as difficult to get involved in their life

they come to you cause they value what you have to say about it, part of your job

C4 - If not healthy off field then their not going to be healthy on the field

C6 - important, because players need to be influenced by family, church, coaches, instead of being just parents, provides broader field influenced by

C7 - coaches teach basics of game but at same time try to get most out of players

take group of individuals and go in and deal with different personalities

C8 - should be done, team without values don't do as well (cuss and don't respect each other)

C9 - it is role of a coach

Aren't meant to force values

Values seen in actions

How do the life values learned in soccer carry over into everyday life?

C4 - makes them much more grounded, have a certain confidence/ability to handle things than a lot of kids. Can tell my athletes when come in not just physically, athletes just a little more grounded, little more laid back, cause can handle more than kids who don't have athletic venue because learn you can handle a lot.

Like can run three miles in 21 minutes then I can handle your stupid physical science class. So I really think sports gives kids a sense of confidence they take with them to help get thru other hurdles

C1 - heard from players in past, players do use how to get along, if they can get along,

teamwork, something as family, learn how to forgive and forget.

I try to teach them not to be selfish, all this comes together as family, business.

If I teach my kids to get along, I'm very high about laughing and looking down at each other, that's high value in my coaching because I don't believe in that, that will teach them to go into their job in the future.

If I can achieve that then that's more than \$1,000,000.

C6 - ideally players may handle group work better

C7 - carry over in school cause in class situation, work with people in class-want to individually excel and help others in class also

C8 - unsure

C9 - raised to be respectful to authority and others

What do you feel is the most important life value learned in soccer?

C3 - discipline, in the real world can't just get up and do what you want to do

C2 - teamwork, working together, in college worked in groups in every class and in sport/business management and that's groups and meetings and if you don't get along with someone have to look past that and he's going to help you out, your team.

In soccer can't take ball up by yourself or just a goalie

C1 - self-respect, if you work hard in drills and do what coach ask you to do, not only do players respect you the coach will respect you.

People will respect you the way you perform your work.

R - anyone else?

C6 - work ethic with attitude, because if develop at young age then develop strong work ethic

Not quitting, commitment

C7 - "no man is an island"

Everyone dependent of someone else

Team effort

C8 - respect

C9 - to be a loving person, friendly well rounded

respecting self and others

if accept people biggest thing

Do you all have any further questions or comments?

C4 - difference between soccer player and my runners, soccer players are much more people oriented.

Do have to say something about kind of kid that plays soccer, they are, something that draws them to want to be part of a team, soccer players are people oriented, all want to play together.

C5 - have a lot of 9th grade girls that haven't played soccer before, have cheerleader, runner, softball, just want to be involved in a sport and it's totally different from soccer but it's clicking and amazing to see it click.

thirst for knowledge, comes from being sponges about it.

develops mental ability to think and process and watch field, don't think about, all mental cognition.

Good for them, want to learn, have eight questions at once.

Parent Transcripts

When your child first got involved with soccer, why did they choose to be involved?

P1 - socialization probably first reason

actually new to area 2 ½ years ago, and chance to network and meet new people

easy way to do so

P4 - organized soccer for girls was one of only organized sports available for girls her age when wanted to start participating

socialization, fact cause wasn't a lot of organized sport options

P2 - agree, my girl hated dancing and wanted her to be in physical activity, but daughter said not dancing and yes to soccer cause two best friends, boys, were playing on the team

P6 - dad

Knew always were going to be small in stature and felt like soccer a sport for any size to play

P5 - played college soccer, and thought would be a good sport for them to be involved in

P7 - parent choice and chose to stick with it

P8 - wanted kids involved in team sports

P9 - wanted to give activity to be involved in

When you hear the term "values" what meaning or specific values come to mind?

P4 - personally like for kids to be involved in extracurricular, particularly like sports from all these stand points.

learn about discipline, teamwork, sacrifice

learn how to win and lose

stay physically fit

they socialize and two of best friends in life go back to athletic teams

learn like in life have good bosses and bad bosses, throughout sporting career have good coaches and bad coaches

parents at best and worst

multitude of life lessons involved with being part of organized athletics

P2 - agree to all

always hear good sportsmanship

my daughter has learned how to loose very well

loves to win, win every goal and she's had to deal with losing a few and this has helped her with how to work with a team

P1 - agree

discipline big one

playing by the rules

P5 - values represent beliefs

they guide behavior

integrity comes to mind when I hear values

P6 - what you feel

P7 - worth and importance

family value system

things hold high-non material

P8 - principles

help guide decision making

way with which conduct life

P9 - trust

Who influenced the values you have now and how?

P1 - my parents without a doubt-most influential people in my life

all things come back to them

P3 - parents

friends as much as parents

always been real active why like sport because keep self in active group and be more successful

P2 - parents, friends, and teachers

used them as models

played basketball in high school so coach

P6 - parents, church, friends

P5 - participation in sport

Now part of academy cause in university/academy for over 20 years and some people say couldn't make it in real world cause values are in play in university are totally different than values in real world, context then has warped me

P7 - family

P8 - parents, coaches, 5th grade teacher

P9 - mother, teachers

Tell me how sports can contribute to one's values in general?

P1 - discipline

competitiveness

being able to lose and still maintain good attitude

any sport does that especially team sports probably as opposed to golf would be one way

values are influenced

P2 - learning to work in a group-follow you your whole life

work with lots of groups and have to learn how to accept responsibility

fulfill what asked to do

P4 - learn like anything in life

unless particularly gifted athlete, learn about working for what you want

work hard to be good

teaches good values for kids

working towards something

P6 - how play the game whether play to win or to have fun, whether you have win at all

cost attitude versus a team effort

P7 - ability to interact with another group, health benefits

P8 - sports can be practice/dry run of society that you can practice values in

sports can teach values

sports can bring out the best and worst in people

P9 - teaching them sportsmanship

Getting along with others

In youth soccer, what values do you feel are learned or built?

All - what already said

P6 - try to instill value of teamwork

depends on coach as to whether gets instilled in players

P5 - hard work, discipline

Respect for each other, the rules, the game

Doesn't matter whether win or lose need to compete, each time play need to give it your all

P6 - don't quit

P5 - yea, don't quit, once start finish it

P7 - skills, value of playing sports, team work, sportsmanship

P8 - interdependence, team player

Like society because have to sacrifice wanting to be #1 for goals of team, can't be ball hog

De-emphasizes individual talent

values live by influenced through coach, if coach values individual and winning then reflecting in team

P9 - getting along with others

Building relationships with friends

How do you teach or instill life values in your children?

P2 - hopefully I set a good example myself

I know my daughter says, "mom you'd never say things like that"

role modeling

P1 - role modeling

repetition

consistency of message especially in young years

P4 - certain level of responsibility in kids cause want to blow off practice and say, "hey you made a commitment to the team/group, and you're going to do it"

P1 - stress responsibility to children

one rule-if start it finish it

if you wanted to do it then finish it and won't have to do it again

P4 - try to keep everything in perspective

it isn't end of the world if lose or ref makes bad call, all human

P5 - we have family mission statement, guiding principles on refrig

best teacher is our behavior and not sure great teacher but one they cue in on the most

P6 - a lot of humor

they know we're not perfect and I think lately they've seen imperfections older they get

honesty and integrity important

P7 - role model

talking about them

guide decision making

P8 - for kids to teach value is to live it

role model, see what do

talk about what do, reflect on what do, have them do it, be a model, reflect, and talk

P9 - role modeling, religious beliefs, active mothering

How do you feel about coaches teaching values?

P3 - defiantly look up to coaches

pick up everything from coaches

can't have coach that is cussing, throwing hissy fit

P2 - had great coaches some better than others but all been good role models and set good example

instilled winning and losing as something to deal with

P4 - hope anyone who wanted to get involved in coaching part of reason to do this is to be a mentor

P3 - big deal to do this cause sometimes coach does not show up on Saturday morning for kids and that is huge, has a huge impact

P6 - they should

Depends, real hard cause make sure person teaching it has basically same values you have, have to be careful about who you let coach your children, been lucky but known coaches wouldn't let children play for

P5 - depends on what values trying to teach, if they're values we value and want them to learn that's fine but if values outside bounds of our comfort zone then problem

P6 - we kept child from being on a team that coach was more win at all cost and he may not have understood at time why did that

P7 - if same as mine fine, but if different don't like

P8 - inevitable part of definition in being a coach cause of time commitment with kids,

scary because have had good and bad coaches, and if values different, creates conflict

P9 - real important, because looked upon as role models

How do the life values learned in soccer carry over into everyday life?

P2 - working with a team

responsibility

commitment

R - Do more chores?

P3 - want them to be good student and athlete, and that takes up time

P2 - learn to schedule

get homework done before practice

makes them better at handling what they have to do

responsibility

P3 - see if work hard on soccer field and see results and this carries into school work,

work harder on it and can see results

P4 - kids with too much ideal time will get into trouble

keep them focused with extracurriculars then that's nothing but positive

P6 - being part of a team especially in school setting is important and they automaticall

feel part of something

learn to tolerate others better and hope they learn cooperative learning

for daughter brought someone who's shy out to be team leader

a different girl than in middle school

P4 - respect of teamwork

P5 - no question carry over, can't turn on and off part of reason why have them involved in sport so they can learn values that will help them in life

daughter very confident in what she does

our son that's all he was, recently pulled back from that and tried to explore other parts of who he is

P6 - secure enough to try other things and not be intimidated

P7 - scheduling, pace, interacting with peers, can't always be in charge

P8 - cooperation, interdependence

soccer can build strong character

soccer can enhance friendships and can learn about different people, cultures

gives different way to look at environment functioning in

P9 - yes, how they get along with others in class, respect for coaches

If you could choose one value learned in soccer what would it be and why?

P3 - teamwork

P1 - commitment and self-discipline

P3 - especially on soccer field, if your little soccer player who thinks can do it on own, it doesn't happen

have to have teamwork

trust other person to pass ball to you

P2 - they observe what happens when person doesn't become part of team, can cause whole team to fall apart

P4 - aspect of teamwork

aspect of positive competitiveness

mean can be so competitive, idea of part of positive competitiveness is how to work within a team

how to be disciplined, have sacrifice to get what want

a lot of that transcends sports into real life, a lot of same aspects in real world-getting ahead

P1 - putting forth your best effort, whatever it is

P4 - like that one

P1 - carries over cause if don't excel to be the best, then you'll fall short

P4 - like that one, no reason to hang head if done your best

P2- hard to narrow it down to one

P6 - unselfishness, children always played up front and have learned that it doesn't matter who scores, it's who's got best shot

passing the ball is a very unselfish thing

P5 - add, commitment

they put in time at practice, camps, and games

P6 - commitment to other players on team, you just don't quit

P7 - being part of team

P8 - being a team player, because if don't sacrifice personal ambition for team then team will suffer

P9 - relationships, friendships, because can carry throughout life

Are there any questions or comments?

P1 - what about perceptions of children, values/benefits of soccer in study

R - player group, players of certain age and seeing what values they get or learn

P4 - curious, are you seeing any differences between parents and children

R - see some similarity, can't remember specifics

Appendix H

THEME ANALYSIS

MJ – Major MI - Minor

	Players	Parents	Coaches
2. When you first started with soccer, why did you choose to be involved?			
Still wanted to be involved	-	-	MI
Wanted kids to learn from what I know	-	-	MI
Parents	MJ	-	-
Socialization	-	MI	MI
Wanted kids involved in sports	-	MI	-
3. When you hear the term “values” what meaning or specific values come to mind?			
Attitude	-	-	MI
Teamwork	-	MI	MI
Respect	MI	-	MI
Discipline	-	MI	-
Honesty	MJ	-	MI
Commitment	-	-	MI
Standards	MI	MI	-
Beliefs	-	MI	-
Trust	-	MI	-
Guide decisions	-	MI	-
4. Who influenced the values you have now and how?			
Parents	MJ	MJ	MJ
Coaches	-	MI	MJ
Teachers	MI	MI	-
Church	-	-	MI
Siblings	MI	-	-
Friends	MI	MI	-
5. How can sports contribute to one’s values?			
Teamwork	MI	MJ	MJ
Enhance confidence	-	-	MJ
Look at what values	-	MI	MI
Deal with different personalities	MJ	MJ	MJ
Discipline	-	MI	-
Work ethic	MI	MI	-
Unselfishness	-	-	MI

	Players	Parents	Coaches
6. In youth soccer, what values do you feel are learned or built?			
Cooperation	-	MI	MI
Teamwork	MJ	MJ	MJ
Respect	MI	MI	MJ
Commitment	-	-	MJ
Responsibility	MI	-	MI
Work Hard	MJ	MI	-
Discipline	MI	-	-
Friendship	-	MI	-
7. How do you learn these values? – players How do you teach or instill life values in your players or children? – coaches & parents			
Role modeling	-	MJ	MI
Example	MJ	-	-
Mention values	-	MI	MI
Coaches	MJ	-	-
Team members	MJ	-	-
8. How do you feel about coaches teaching values?			
Yes	MJ	MJ	MJ
No	-	-	-
Depends, if values the same as ours	-	MJ	-
9. How do the life values learned in soccer carry over into everyday life?			
Handle situations better	-	-	MJ
Interact better with peers	MJ	MJ	MJ
Discipline	MJ	-	-
Time management	MI	MJ	-
Responsibility	-	MJ	-
10. What do you feel is the most important life value learned in soccer?			
Discipline	-	MJ	MI
Teamwork	MI	MJ	MJ
Respect	-	-	MJ
Commitment	-	MJ	MI
Work ethic	MJ	-	MI
Trust	MJ	MI	-
Patience	MI	-	-

MJ – Major MI - Minor

Biographical Summary

Carla J. Schmitt was born September 30, 1978 in Boyton Beach, Florida. Her family moved to Georgia in 1981, and she has been a Georgia resident since. Carla came to Statesboro, Georgia in August of 2001 to begin her graduate career at Georgia Southern University. Prior to Graduate School, she attended Gordon Junior College and Georgia College & State University, where she received a Bachelor of Science degree in Psychology. While at Gordon College, Carla played varsity soccer for two years, and received the Women's Soccer Academic Award both years. In January 1999, she transferred to Georgia College & State University, where she was active in Omicron Delta Kappa, Gamma Beta Phi, Order of Omega, and Phi Theta Kappa. She is also a member of Alpha Delta Pi Sorority. Carla was also on the Dean's List, National Dean's List, and an All American Scholar while at Georgia College & State University. During her career at Georgia Southern, Carla was involved in intramural football, soccer, and softball along with playing on the Club Soccer Team. Carla has accepted a position as the Athletic Director, Volleyball, and Tennis Coach, and Intramural Director at Brenau Academy in Gainesville, Georgia.